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ABSTRACT

The results of a search for Spanish surnames in the personnel directories of California Community Colleges for the years 1973-1978 and 1979-1983 indicate that, for the most part, Hispanics have not advanced into managerial positions in California Community Colleges in spite of affirmative action programs, legislation, and litigation. Over the 10-year period, 59% or 41 of the 70 districts have never hired a Hispanic in a district administrative position. For 8 years there was only one Hispanic superintendent-president (chancellor), until 1982-83 when the number increased to three. Only 29 Level 2 and 30 Level 3 administrative positions were filled by Hispanics. Urban areas with the exception of the San Diego area and Sacramento contained most of the Hispanic administrators, with southern California leading the way with 37 entries during the decade, followed by the San Francisco Bay Area with 28. Twenty-eight community colleges have not employed a Hispanic for a management position in over a decade. Research indicates that Hispanics do not actively seek positions; Hispanic mentors may not be willing to take a chance on promoting/hiring fellow Hispanics. There is no evidence to indicate that Hispanics have been accepted by the dominant group in managerial positions. (NEC)

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EL CEDAZO: SIFTING AND SHIFTING

OR

THE HISPANIC PARTICIPATION IN THE MANAGEMENT OF THE CALIFORNIA COMMUNITY COLLEGES: 1973-83.

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EL CEDAZO: CALIFORNIA COMMUNITY COLLEGES

SIFTING AND SHIFTING

OR

THE PARTICIPATION OF HISPANICS IN THE MANAGEMENT OF THE CALIFORNIA COMMUNITY COLLEGES IN THE DECADE OF 1973-83

The establishment of the California Community Colleges as the institution that served the needs of all communities was one of the most dramatic commitments of the People of California for equal access to educational opportunity. The State population responded to the Colleges' changing mission to such an extent that the system became one of the biggest ones in the world. In fact, the system was so successful in its mission that during the 1970's and 1980's the State began to curtail its programs.

As the system grew, so its demand for faculty and administrators. The Sixties brought affirmative action plans that addressed issues of underrepresentation of minorities in institutions of higher education. As "affirmative action plans" were approved by local Boards, as required by State law, it was assumed that progress in increasing participation of minorities was being made. Actually, the legal meaning of affirmative action changed over the decade.

One would expect that as institutions of higher learning turned out more

minorities with degrees, that the system would be able to expand its opportunities of employment towards Hispanics over a ten year period. The focus of the present study is to determine:

DISTRICT PARTICIPATION

1. District Superintendents employed since 1973.
2. District Administrators employed since 1973.
3. District Board Presidents , i.e., Chairs of Board of Trustees elected since 1973.
4. Geographical distribution of Districts with Hispanic participation.

COLLEGE PARTICIPATION

1. College Presidents employed since 1973.
2. College administrators employed since 1973.
3. Associated Student Body Presidents.
4. Academic Senate Presidents.
5. Geographical distribution of Colleges with Hispanic participation.

Hispanic participation is present if the person who holds the position has a Spanish surname. While the technique has certain limitations, it has been recognized as the most reliable and valid technique to identify Hispanics.

Participation each year was indicated by the appearance of a Spanish surname; therefore, longevity of a Hispanic in a position increased the participation figure over the ten year of the research. An analysis of the number of individuals as well as the length in the position is critical in understanding the net increase in the number of positions held by Hispanics.

The mobility of Hispanics to other positions within the same institution or District as well as mobility to another District and/or college in the California Community Colleges provides a limited view of the path of Hispanic administrators to some extent; however, the purpose of the research is to determine how the California Community Colleges hold and promote Hispanics within the system itself. While there may be some movement of Hispanic Community College administrators to other systems, it would not be of great significance since movement of administrators from Community Colleges to the California State University System, the University of California, and private colleges and universities limited.

The year 1978-79 was not included in the study. No official record of personnel for the California Community Colleges could be obtained. Attempts to obtain a Directory in the State of California Library, California Community Colleges, California State Department of Education, and Universities that are official depositories of documents for the state proved fruitless. The lack of the year 78-79 did not affect the findings of the study.

REVIEW OF THE LITERATURE

Literature on the participation of Hispanics in the management of the California Community Colleges is limited. Published statistics have not taken a long term view of the Hispanic status in administrative positions. The inclusion of Hispanics in the minority research has been a recent development; however, the inclusion of all Hispanic groups in the statistics does not isolate the true status of individual ethnic groups. Hispanics as a group include a variety of groups with different geographical distribution and needs, e.g., the Miami population is mostly of Cuban origin, the New York population mostly Puerto Rican, and the Southwestern population of Mexican origin.

In 1981 Rivera [1] concluded that the existence of "networks" that exclude Hispanics and the lack of awareness of Hispanics leaders that there is limited access of Hispanics in management positions in higher education, may have accounted for the low participation of Hispanics in the management of the California Community Colleges. Further, social background forces that limit aspirations of the Hispanic themselves to administrative positions; preference of supervisors for persons of the same ethnicity and gender; hence, excluding Hispanics, degrees of Hispanics from institutions with no prestige or that do not influence search committees in the hiring process, assignment of greater responsibilities to Hispanic administrators in the California Community Colleges; therefore, contributing to negative persistence in the position and

promotion, consultants' influence on the hiring process, University's programs and their influence on the hiring process, and the considerable de-emphasis on Affirmative Action policies has contributed to the low Hispanic participation in the management of the California Community Colleges.

In Higher Education & National Affairs of September 2, 1985; the American Council on Education reports that women Presidents increased from 148 in 1975 to 286 at the end of 1984. The total number currently is 294. A woman President credited the National Identification Program (NIP) for helping increase the number of women presidents. The increase of participation of women is adversely affected by the type of persons that get appointed to search committees:

> members of college and university boards of trustees--who either appoint the president or select nominees for the position--usually are white males and tend to appoint their male colleagues. Also... political appointees "are not necessarily people who are interested in higher education. [2]

The article identified 10 Hispanic, one Asian Pacific, and 15 Black women presidents or 9% of all Presidents are women. Further, Community Colleges provided more Presidencies, i.e., the participation increased from 11 presidents in 1975 to 72 in 1984. While Community Colleges provided the most opportunities for women, the majority are Presidents of four year colleges, i.e., 58% of the women are Presidents of four year colleges and 42% two year colleges.

Acceptance of women in corporate America, changing attitudes of men toward women, and changes in the women themselves is closely related to the increase of Presidents reported by the American Council on Education. Moore and Sutton

indicate that the attitude of men towards women has changed for the better over a 20 year period; however, women still see barriers for them in being accepted in managerial positions:

> In 1965, for instance, 54% of the men and 50% of the women thought that women rarely expect or desire positions of authority... ... Today, only 9% of the men and 4% of the women surveyed think that women don't want top jobs. And men, in general, are far more willing to accept women as colleagues and to see them as competent equals... More than half of the respondents don't think women will ever be accepted wholly in business." [3]

The growth of women executives over the twenty year period has more than doubled according to research cited by Moore and Sutton:

> In 1984, women held 33% of all managerial and administrative positions. Twenty years ago, they held only 14% of executive jobs. [4]

Moore, Twombly, and Martorana conducted a national study of Community College administrators. Their conclusions on minority administrators is based on a 35% stratified random sample of 1219 public and private two-year college administrators in eight selected positions. The findings are based on the following number of a 31 item returned questionnaire:

Group	Number
Blacks	77
Hispanics	28
Other	32
Whites	1,378
Women	323
Men	1,189

[5]

All references made to Hispanic administrators in the following section is derived directly from Moore, Twombly, and Mortorana. The researchers compared the characteristics of women, men, and ethnic groups. A summary of their findings places the Hispanic as the youngest:

White	48.7 years
Blacks	44.6 "
Other	43.4 "
Hispanics	42.5 "

There is a greater proportion of Black female administrators:

Blacks	34 %
Hispanics	17.9
Other	18.8
White	20.8

Student services positions are held by more than one half of the Hispanics:

> There are only five Hispanic females, in the positions of chief academic officer, chief student affairs officer, director of learning resources, and director of financial aid. The male Hispanic ... director of financial aid (30.4 percent), campus executives (26.1), and chief student affairs officers (15.2 percent).

Hispanic administrators have the least percentage of marital status, continues the Moore et al. report: "White... 84.3 percent), compared to 78.2 percent of the Blacks, 71.4 percent of the Hispanics, and 76.9 percent of the "other" ..."

Blacks outnumber the groups in the number of degrees that they hold and Hispanics follow the pattern of Whites:

> Over one-half (53.8 percent) of the Blacks report holding three degrees and 29.5 percent two degrees... 46.4 percent of the Whites holding three degrees and 32.6 who hold two degrees. Hispanics exhibit a similar pattern.

Hispanics major in education at the master's level at a slightly lower level than Blacks and Whites and have the highest percent of majoring in humanities or other professional fields:

> Blacks report master's in education (56.7), while 17.9 percent majored in other professional fields and 16.4 in social sciences. Whites... major in eduation [sic] (53.4 percent), other professional fields (18.6 percent), and humanities (13.1 percent). Exactly one-half of the Hispanics majored in education at the master's level, while 19.2 percent earned degrees in each of humanities or other professional fields.

Hispanics for the most part hold Ph.D.s rather than Ed.D.'s:

> Blacks who hold doctorates ... are more likely to hold Ph.D.'s (41.1 percent) than Ed.D.'s (34.5 percent). White administrators... are less likely to have earned Ph.D.'s (37.6 percent) than Ed.D.'s (50.6 percent). Two-thirds of the 18 Hispanics ... hold the Ph.D. (66.7 percent).

Other findings of Moore, Twombly, and Martorana are summarized below. For a complete description of males, females, Blacks, Hispanics, and Other groups, the original publication should be consulted:

1. Hispanics appear to have been in the position less than five years.
2. None of the Hispanics were the founding administrators.
3. Hispanics are much more likely than other racial/ethnic groups to be currently employed at comprehensive community colleges (82.1 percent).

4. Hispanics participate the most on external professional activities.

5. Hispanics perceive community activities very important to career advancement over all groups and participate in community activities the most compared to the other groups.

6. The group that reported having at least a mentor is greatest in the Hispanic administrator, 62.3 percent. The group views the mentor as a sounding board to problems and as a person that assists in career advancement, 64 percent. Hispanics view themselves as mentors, 68 percent; and believe that the mentor helped them get the present position, 64 percent.

7. Hispanics acquired the position by applying directly, 40%; and appointment by a senior administrator to the position, 16%. The latter is the lowest percentage in comparison to the other groups, i.e., 19.2% Blacks, 17.5% Whites, and 13.8% Other.

8. The active search for administrative positions is low for Hispanics according to the findings of Moore, Twombly, Martorana:

> Relatively more Blacks (74.0 percent) and Hispanics (67.9 percent) than Whites (60.0 percent) or "others" (53.1 percent) reported not searching for the current job. However, Whites (28.5 percent) were more likely than other groups to report searching somewhat actively.

It is interesting to note that women (67.9%) indicate the same level

of activity in searching for positions as Hispanics.

9. Sources of information of openings of administrative positions is different for Hispanics compared to other groups:

> One-half of the Blacks (50.0 percent), but only 39.4 percent of the Whites, 17.9 percent of the Hispanics, and 36.7 percent of the "others", reported that personal contacts were the best source for finding out about the current position. Hispanics (28.0 percent) were more likely than Whites (20.5 percent), Blacks (18.4 percent), or "others" (20.0 percent) to report that the institution's job announcement was the best source. Ads in newspapers were the best source for 9.2 percent of the Blacks, 14.8 percent of the Whites, 14.3 percent of the Hispanics, and 20 percent of the "others".

This finding is dramatic when it is compared to the response of the women. "About 40 percent of the males and 36 percent of the females reported that personal contacts were the best source for finding out about current position."

10. Hispanics believe that "they had participated in one or more unfair, irregular, or fraudulent search." The Hispanic percentage is higher for all groups but Other, i.e., Blacks 15.4%, Whites 16.0%, Hispanics 21.5%, and 25% Other.

11. Hispanics provide different explanations in describing irregularities in the search process:

    The most frequently chosen explanations for both groups are candidate already chose, internal candidate already chosen, a combination of reasons, and some other explanation. Females (12.2 percent) are move likely than males (1.9 percent) to report irregularities in the interview process.

    Blacks (38.5 percent) are much more likely than other groups to indicate that the irregularity involved a candidate who had already been chosen. They also are more likely to report other forms of discrimination (23.1 percent), compared to only 8.9 percent of the whites. Hispanics are evenly distributed among several explanations.

12. Prestige in position as well as retirement benefits were important factors for the Hispanic in accepting the current position, i.e., 64.3 percent and 37 percent respectively. Other factors are as follows:

    educational opportunities for family (17.9 percent); competence/congeniality of colleagues (40.7 percent); geographic location (57.1 percent); potential for advancement (71.4 percent); and physical facilities of the institution (25.0 percent). Salary is relatively more important to Blacks (40.5 percent) and "others" (46.9 percent) than to Whites (40.5 percent) and Hispanics (32.1 percent).

13. Potential for advancement as well as geographical locations are determining factors for staying in positions for Hispanics. Further, the group is more likely to give a variety of reasons for remaining in current position than other groups.

14. Hispanics for the most part seek a job change in greater proportion than any other group, i.e., "59.2 percent) and "others" (46.8 percent) ..."

15. New administrative position in a new administrative area is

preferred by Hispanics:

> Blacks (40.7 percent) and Hispanics (50.0 percent) who are seeking a job change are twice as likely as Whites (27.8 percent) to prefer moving to a new position in a new administrative area.

16. Hispanics prefer to continue in Community Colleges, i.e., Hispanics (37.5%), Blacks (33.3%), Whites (49.3%). Further, Hispanics prefer to get a position outside of education at greater rates than Whites i.e., 25% versus 13.8%. The Hispanic is more likely not to transfer to a four year college in comparison to other groups, in fact, it has the lowest percentage:

> Slightly over one-quater (25.5 percent) of the Whites, one fifth (20.8 percent) of the Blacks, and 18.8 of the Hispanics prefer a position at a four-year college or university.

17. Public employment is preferred by over one half of the Hispanic sample, i.e., 52.9 %.

18. Job search activities of Hispanics appears to be at an embryonic stage:

> Hispanics are the group most likely to be developing new contacts. Proportionately more Blacks and Hispanics attend workshops/training programs. Blacks are more likely than the others to volunteer for added responsibilities. Hispanics are twice as likely as Blacks or Whites to contact search agencies, and Whites are more likely than other groups to respond to position announcements.

Women as a group appear to have established a network:

> there are substantial differences between males and females... women are more likely than their male counterparts to be engaged in contacting colleages, developing new contacts, volunteering for added responsibilities, informing/consulting their mentor, and contacting search agencies...Women are more than twice as likely as men to indicate informing/contacting mentor is one of their strategies... Higher percentages of males than females are responding to nominations and responding to position announcements.

19. Most of the Hispanics are employed in metropolitan areas, i.e., "Nearly three-fourths of the Blacks (74.3 percent) and 89.3 (percent) of the Hispanics are located at major and lesser metropolitan colleges, while approximately one-half of the Whites (56.4 percent) and "others" (50.1 percent) are at metropolitan colleges." Further, minorities prefer a new position in a metropolitan area or medium-sized city in comparison to 24% of the Whites who prefer a small city.

20. Hispanics indicated that quality of instruction and fiscal management,

and resource allocation are the two most important internal issues faced within the next five years.

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The underrepresentation of Hispanics in administrative positions continues to go unnoticed in prescriptions that address the underrepresentation of students in institutions of higher education. Access has became an issue, and rightly so, recently as a result of the present national deemphasis on affirmative action and access to educational institutions by all members of society. It should be noted that the efforts of increasing the number of underrepresented groups in faculty and administration appears to have been deemphasized. The California State University System recently adopted a plan to abort the loss of talent evidenced by the low participation of students in the system:

"California cannot afford this massive and growing loss of talent," said CSU Chancellor. [6]

The remedy sought in this plan is "changes in three areas: preparation for college, student services, and environmental factors including leadership, curriculum, and staffing." The following recommendations were provided:

> help high schools with large Hispanic enrollments strengthen their college preparatory courses and advisement, assign faculty to work with Hispanic high school students and mentors, and prepare Hispanic students to the college entrance exams. [7]

It should be noted that no mention was made of increasing the faculty and/or administrative staffs of the California State University System with Hispanics.

Another bold attempt by the University of California to increase its minority enrollment in graduate school was reported in Higher Education & National Affairs , June 3, 1985. The concept is bold and has four parts: 1. Agreements with Atlanta University, black institution, to fund recruitment trips to bring six students to Berkeley. 2. A consortium of 11 colleges and universities has been formed to recruit American Indian students to graduate study: "They will be offered financial aid so they can travel to institutions to which they have applied to see the campuses and meet faculty members." 3. Identify minority students at Berkeley and encourage them to apply to Stanford, Berkeley, or U.C. Davis. 4. Research experiences will be provided through a summer exchange program with Berkeley, Stanford, Princeton, and Cornell participating. [8]

The lack of access to higher education for Hispanics is evident at all levels of the system. Consider the fact that although Hispanics make up more than 20% of the college-age population, the group only earns less than 8% of the doctoral degrees and hold only 6% of full-time faculty positions. [9] Access has improved for women as indicated by a report of the American Council on Education:

> The number of women receiving degrees has increased by 72% between 1972-73 and 1982-83 (from 6,085 to 10,485); the number of men doctorate recipients has declined 25 percent during the same period (from 27,670 to 20,705). [10]

This low participation is what Astin refers to as the "Educational Pipeline" for Minorities. As shifting and shifting of minority students occurs from the elementary grades through graduate school, the end result is a very small number of Hispanics ending graduate or professional school. To put it another way, imagine the Colorado river beginnings in the Rockies and the final outflow in the Imperial Valley of California. The following illustration is provided by Astin:

Event	Percent of Cohort			
	Chicanos	Blacks	AI	Puerto Ricans
Graduate from High School	55	72	55	55
Enter College	22	29	17	25
Complete College	7	12	6	7
Enter Graduate or Professional School	4	8	4	4
Complete Graduate or Professional School	2	4	2	2

[11]

Note: AI [American Indian]
Adapted from Astin, p. 175

The end of the pipeline is a drop of graduates.

Astin is not the only authority that documents the lack of participation of Hispanics in higher education, an American Council on Education profile on the status of minorities in higher education produces some more startling statistics:

> Although minorities constitute about one fifth of the population of 18-24 olds, they account for only one- sixth of total undergraduate enrollment and for just over one-tenth of all degrees conferred.
>
> Blacks, Hispanics, and Native Americans continue to be underrepresented in higher education. Only Asian Americans are overrepresented, when compared to their proportion in the population.
>
> All American minority groups are "younger" than white Americans. The median age range is between 23-25 years for minorities and 31 for whites.
>
> Minority enrollment in two-year colleges is more than three times greater than in four-year colleges. [12]

It is ironic that while the Community Colleges enroll most of the minorities who attend Colleges, access to employment opportunities is yet to be achieved. Consider the national enrollment of minorities in Community Colleges in 1982:

Hispanics	56%	
American Indians	55	
Asians	45	
Blacks	44	[13]

Another study, this one conducted by the National Center for Education Statistics (NCES) indicates that Hispanics participate in higher education at lower rates than any other minority two years after high school:

> Asian Americans participated in postsecondary education at a greater rate than any other racial group; as of February 1982, 86 percent had entered postsecondary institutions. The percentage of other 1980 seniors enrolled in postsecondary education by race and ethnicity were:
>
> | | | |
> |---|---|---|
> | Whites | 64 percent | |
> | Blacks | 60 percent | |
> | American Indians | 53 percent | |
> | Hispanics | 52 percent | [14] |

Another professional organization has documented the low participation of Hispanics in higher education. The American Association of State Colleges and Universities has reported that:

> while the number of black graduates increased by 29 percent between 1975 and 1981, their college participation rate dropped by 11 percent. And although the the number of Hispanic high school graduates increased by 38 percent between 1975 and 1981, their college participation dropped by 16 percent. [15]

The report further states that the contribution of Hispanic families to higher education expenses rose by 21.5% between 1978 and 1983; "that of white families by 12.2. percent; ad that of black families by 9%" [16]

The changing demographics of the Southwest have been covered in other publications. For a detail description of the emerging minority groups in the

Sun Belt States, the Western Interstate Commission for Higher Education in cooperation with the College Board has published booklets that summarize the essential demographics of minorities. [17]

The role of consultants has been discussed previously but the specific tasks that consultants perform have not been publicized. The Association of Community Colleges Advisor reported on their September 1985 the specific process that is used in their "search" process for a new search of Vice President/Dean service:

> To begin with the search process, an ACCT Professional Search Team Member will meet with the college president and the board of trustees to review the job description and make recommendations for advertisements. The Search Team Member will then: establish a calendar of due dates, determine qualifications required for the position, discuss confidentiality of applicantions [sic] discuss recommendations regarding salary and fringe benefits, and discuss recruiting efforts by ACCT.
>
> At this point the second member of the Search Team joins the process. ACCT Search Teams always consist of a trustee and a professional educator. The Team reviews all applications and prepares a list of five finalists which are recommended to the college president for consideration. ACCT conducts an indepth reference check on each of the five finalists and reports results to the college president. ACCT asks the college president to visit the campus (or business) and community of his/her selection before offering a contract. [18]

The ACCT began the service of searches for Chief Executive Search Service and Interim President Service ... As the article indicates, these persons are retired professionals who "are probably 'climbing the walls' wanting to get back in." The position, the article continues, last two to nine months and cost the College $200 in fees.

pero fue mentira
fueron mentiras

FINDINGS

DISTRICT PARTICIPATION: 1973--1983

The participation of Hispanics in the management of Districts in California remained relatively the same and increased gradually until 80-81 when the number increased from 4 to 14. As Table 1 indicates, the number continued to increase until 82-83. After that year the total number of Hispanics in Districts declined.

Table 1
Hispanic District Participation
Management of the California Community Colleges
1973-1983

	Board President	Chancellor	Level Two	Thr	Four	Total	District Single	Multiple
73-74	2	1				3	3	0
74-75	0	1	2	1		4	1	3
75-76	2	1	1	2		6	2	4
76-77	3	1	1	3		8	4	4
77-78	1	1	1	3		6	3	3
79-80	0	1	2	1		4	1	3
80-81	2	1	6	5		14	5	9
81-82	2	1	7	5	1	16	7	9
82-83	4	3	6	5		18	10	8
83-84	1	3	3	5		12	6	6

While the number of Hispanics in District administration increased steadily until 82-83, the increase did not occur in the Superintendent-President category. Table 1 indicates that for 8 years, there was only one Superintendent-President in the 70 Districts. It was not until 82-83 when the number increased from 1 to 3.

The number of Board Presidents has not exceeded four in the decade being studied. The average number has been 2 with 83-84 reduced to 1.

Managers that report to the Superintendent-President or Chancellor are level 2 administrators. The participation of Hispanics over a decade in California ranged from 1 in 1975-76 through 1977-78 to 7 in 1981-82. Level 2 and 3 District administrators participation has been constant, i.e., 29 names appeared in Level 2 while 30 appeared in Level 3. There was almost no participation in Level 4, i.e., only one name appeared in the ten year period.

Participation by individuals in these two levels is even more restrictive and constant over the period being studied. For example, in Level 2, the number fluctuated between 1 and 2 with seven appearing in 81-82; however, it had decreased to 3 by 83-84. Level 3 administrators have remained constant over the last five years with five from 1980-84.

There were more Hispanics in multiple campus districts than in the single districts; however, the gap was narrowed. The number of Hispanics in single districts fluctuated from 3 in 73-74 to 1 in 74-75 and back to 1 in 79-80. A gradual increase began in 80-81 until 82-83 when the number reached 10; however, the following year the participation decreased to 5.

Multiple districts had more stable numbers with a rapid increase in 80-81 when the number of Hispanics increased from 3 to 9. The number remained the same until 82-83 when it declined to 8 and 6 in 83-84.

Superintendents and Board Presidents

A Hispanic Superintendent-President has held the position in a Central Coast community for 6 consecutive years. Since Board Presidents are elected for one year by the Board itself, the number of years served for all but one member is one year.

Table 2
Years in Position
Superintendent-Chancellor

Number	Years
1	6
1	2
1	2
1	4

District Participation

Only 29 Districts in California had Hispanic participation over the 10 year study or to put it in another way, 41 Districts have not employed a Hispanic at the District level over ten years, i.e., 59% of the Districts in California have never hired a Hispanic in an administrative position at the District level. Further, the number of participants as well as the length of time spent on position varied widely with most of the participants lasting between 1 and three years. Table 3 indicates the number of years spent on the position.

Table 3
Years In District Position
1973-83

Number Hispanics	Years in Position
5	1
8	2
2	3
4	4
3	5
1	6
1	8

Functions Performed and Length of Service

Most Hispanics held the position of Director or Officer during 1973-83. Table 4 shows the titles, number of positions, and the length of service of the Hispanic in that position.

Table 4
Position Titles of Hispanics in Districts
1973-83

Title	Hispanics	Length
Acting Directors	2	1
Assistant Chancellor	1	3
Assistant Director	1	1
Assistant Superintendent	1	1
	1	4
Associate Dean	1	4
Board/Chair/President	15	1
	1	2
Chancellor	1	2
Coordinator	1	2
Dean	1	2
Director	1	5
	2	4
	1	3
	1	2
Officer	3	2
	1	4
	1	3
	1	1
Superintendent	1	4
	1	6
	1	2
Vice Chancellor	1	6
	1	1
	1	1
	1	2
Vice President	1	3

Geographical Area

Urban areas with the exception of the San Diego area and Sacramento contained most of the Hispanics in the decade. Southern California led the way with the number of entries followed by the San Francisco Bay Area and the San Joaquin Valley. Table 5 indicates the location of the entries.

Table 5
Geographical Participation
Hispanics in the California Community Colleges
1973-83

Title	Entries in Decade	Number Individuals
Central Coast	9	3
Northern California	3	3
San Francisco Bay Area	28	10
San Joaquin Valley	13	5
Southern California	37	21

Position According to Level

Entries made according to level indicate that most of the Hispanics were on Levels below 1 for the decade. Table 6 indicates the number of appearances per level.

Table 6
Participation of Hispanics
Levels of Management

Type	Entries Made
Board President	16
Level 1	14
Level 2	29
Level 3	30

pero fue mentira

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tus coqueteos

COLLEGE PARTICIPATION

The Colleges are maintained by the respective Districts; therefore, single campus Districts usually have the college personnel separated from the District while others incorporate the positions in both parts of the directories. To eliminate duplication of entries, both directories were compared and one of the entries eliminated, thus, only one position was listed although the person may function in dual capacities, i.e., as a District administrator and as a college administrator. For example, the position of Superintendent-President is a dual position, as a Superintendent, the person functions as the Secretary of the Board of Trustees while as President, the person functions as the chief executive officer of the College. Table 7 shows the appearance of Hispanics in each of the years studied according to level. Level 1 represents the highest position in the colleges, i.e., President, Level 2 the second one, and so on.

Single campus Districts have direct relationships with Board of Trustees and recommendations for employment go directly from the Superintendent-President to the Board. The multiple campus Districts that operate more than one campus need the additional approval of District personnel in the employment process.

Table 7
College Participation of Hispanics
Management Positions in the
California Community Colleges

	Level 1	Level 2	Level 3	Level 4	Greater than Level 4	Student Body President	Faculty Senate President	TOTAL
73-74	3	7	15	3	4	0	1	33
74-75	4	8	22	10	0	0	2	46
75-76	2	15	21	12	0	0	2	52
76-77	3	14	28	14	0	0	0	57
77-78	3	12	33	10	6	1	1	65
79-80	5	14	37	7	0	12	4	79
80-81	5	15	44	14	0	9	8	95
81-82	5	16	35	20	0	5	7	90
82-83	4	16	36	24	2	15	7	103
83-84	5	12	42	21	4	9	3	96

Almost one half of the participation of Hispanics is in Level 3, followed by Level 4 and Greater than 4, Level 2, and finally, Level 1. In fact, Level three is half of all participation, Level four 21%, Level Two 20%, Level Greater than Four 3%, and Level One 6%. Table 8 indicates the number of Hispanics according to type of District and according to year. The President of the Student Body as well as the President of the Academic Senate are not included in the table. The increases and decreases in the number of Hispanics within the Single and Multiple Campus systems has not been consistent. It is erratic and it does not follow a particular pattern. Both types of colleges have decreased the number of Hispanics in 1983-84. As a whole, it is apparent that there has been a net increase of Hispanics in the system each year, although the number changed every year, with the exception of 1983-84 in which there was a decline. Multiple campus Districts had 25% more participation of Hispanics than the single campus Districts.

Table 8
Hispanic Participation
Single and Multiple Campuses

Year	Single	Multiple	Net Change
73-74	12	20	
74-75	22	22	+12
75-76	17	33	+ 6
76-77	24	35	+ 9
77-78	21	44	+ 6
79-80	26	38	+ 1
80-81	35	43	+14
81-82	35	38	-5
82-83	38	45	+10
83-84	47	49	+13

NOTE: Figures do not include Academic Senate President or Presidents of the Associated Student Body

Titles

The titles that Hispanics have been assigned through the decade reflects the findings of the Levels occupied, i.e., more than 71% of the entries are in Levels Three, Four, and Greater than Four. Table 9 provides a list of all titles held by Hispanics in the California Community Colleges.

Table 9
Hispanic Titles in the
California Community Colleges
1973-83

Title	Number of Entries
Academic Senate President	34
Acting: Assistant Deans, Deans, Directors	8
Administrative Dean, Assistants	9
Assistant Deans	121
Assistant to the President	2
Associate Dean	47
Campus Ombudsman	1
Chair	4
Coordinator	42
Dean	149
Dean and Assistant to the President	1
Dean of a specific area	17
Director	100
Director of a specific area	7
Manager	1
Officer	32
President	34
Provost	1
Registrar	12
Student Advisor	1
Student Body President	41
Vice President	34

Administrators in the California Community Colleges are usually assigned to one or more of the following functions:

Instruction

Student Services

Business Services

President

Academic Senate

Associated Students

Hispanics over the decade were assigned mostly to student services followed by instruction and presidential functions. Table 10 indicates the function performed by the Hispanic administrators.

Table 10
Function of Positions
Hispanic Participation in the Management
California Community Colleges: 73-83

Function	Entries Made in Decade
Academic Senate	35
Associated Students [Presidents]	54
Business	24
Instruction	243
Presidential	84
Student Services	279
Unknown	1

Geographical Location

The participation of Hispanics is not uniform in the State of California. Southern California contained the most entries followed by the San Francisco Bay Area. The greater participation is reflective of the greater numbers of Community Colleges in each of the areas indicated in Table 11.

Table 11
Geographical Location
Hispanic Participation in the Management of the
California Community Colleges

Geographical Area	Number of Entries
Central Coast	60
Northern California	75
San Francisco Bay Area	216
San Joaquin Valley	87
Southern California	378

Community College Participation

While the present research is limited only to the appearance of Hispanics in management positions of the California Community Colleges, the percentage of participation relative to the total number of positions may yield another statistic of measuring the degree of participation of Hispanics. The degree of participation may be inferred by looking at Table 12 and determine the number of appearances of a Spanish surname by College. In a ten year period, if one Hispanic held one position in the College, that would count as a 10, 2 Hispanics would be 20, and so on. Actually, the number of years is nine since one year was excluded from the study. Table 12 indicates how the participation of Hispanics is irregular throughout the system and rather limited. If 106 [the number of Community Colleges changes from 106 to 107] is used as the total number of Community Colleges in California, it is notable that 28 Colleges have not employed a Hispanic over a decade.

Table 12
Colleges
Participation of Hispanics in the Management of the
California Community Colleges: 1973-83

Name of College	Administrators	Senate President	Student President
Alameda	7	4	-
Allan Hancock	7	-	2
Bakersfield	12	-	-
Barstow	8	-	2
Butte	7	-	-
Cabrillo	9	-	-
Canada	10	2	-
Cerritos	5	-	-
Chabot	3	-	-
Chaffey	5	-	-
Citrus	8	-	2
College of Marin	1	-	-
College of San Mateo	3	3	-
College of the Redwoods	2	-	-
College of the Sequoias	15	-	1
Compton	9	-	-
Consumes	27	-	-
Contra Costa	9	-	-
Cuesta	12	-	1
Cypress	-	-	1
De Anza	11	-	2
Desert	1	1	1
East L.A.	48	-	2
El Camino	5	-	3
Evergreen	4	-	4
Foothill	8	-	-
Fresno	23	1	-
Fullerton	31	-	-
Glendale	1	-	-
Golden West	9	-	-
Grossmont	2	-	1
Harbor	5	-	1
Hartnell	27	2	3
Imperial	15	-	2
Indian Valley	2	-	-
Kings River-Reedley	4	-	-
L.A.Valley	4	3	-
L.A.Trade	5	-	-
Laney	14	1	-
Lassen	-	1	1
Long Beach	1	-	-
L.A. City	5	-	-

L.A. Mission	20	2	2
L.A. Metropolitan	-	-	2
L.A. Southwest	-	2	-
Los Medanos	21	2	2
Mendocino	4	-	-
Merced	6	-	1
Merrit	6	-	1
Mission	5	-	3
Modesto	3	-	-
Mt. San Antonio	12	-	-
Mt. San Jacinto	1	-	1
Moorpark	2	-	-
Napa	4	-	1
Ohlone	10	-	-
Orange Coast	8	-	-
Oxnard	20	-	-
Palo Verde	1	-	-
Pasadena	9	-	-
Porterville	13	-	-
Rio Hondo	-	-	3
Riverside	1	-	-
Sacramento	7	-	-
San Bernardino	6	-	2
San Diego	14	-	-
San Francisco	30	-	1
San Joaquin	2	-	3
San Jose	25	3	2
Santa Ana	11	-	1
Santa Barbara	31	-	1
Santa Monica	2	-	-
Santa Rosa	3	-	-
Shasta	3	-	-
Sierra	2	-	-
Skyline	11	-	2
Solano	6	-	1
Southwestern	24	1	-
Ventura	4	1	2
Vista	3	-	-
West Hills	2	-	1
West L.A.	1	-	2
West Valley	5	-	-
Yuba	8	-	-

Year in Position by Individuals

Table 13 indicates the number of years that a Hispanic has a held a position in the California Community Colleges. The figure measures the holding power of the individual in the system. The years indicate employment in the system itself and include different positions that the individual has held. Most Hispanics are new to the position or their tenure in the position is short lived, i.e. the largest entry is in the one year category [29%] followed by two years [16%] and three years [13%] It will be noted that most Hispanics have one to three years in the system, i.e, 58% of all the entries are for 1-3 years.

Table 13
Holding Power
Years of Hispanic Participation in the California Community Colleges
1973-83

Years of Service	Number of Hispanics
1	46
2	25
3	20
4	20
5	11
6	10
7	7
8	10
9	8

SUMMARY AND DISCUSSION

The research indicates that for the most part, Hispanics have not advanced into managerial positions in the California Community Colleges in spite of affirmative action programs, legislation, and litigation. Barriers continue to exist overall in all segments of the process. Concern for access of higher education for Hispanics may be the result of declining revenues to finance educational opportunities for non-Hispanics. Declining enrollments, hence, have forced many Colleges into recruitment of minority populations.

Proposition 13 impacted the Community Colleges to such an extent that the system has not been the same since its passage in the late 1970's; however, the system has had many vacancies. At one time almost one third of all the Chief Executive Officers were replaced in the Community College system. The research by Moore et al. indicated that Hispanics do not actively seek positions and when they do apply, they use the traditional methods of applying for positions, including the use of a mentor. It may be that the Hispanic mentors may not be as effective in promoting Hispanics as is the female's network. It may also indicate that the "good old boy network" has been replaced by a "good old girl network." Evidence to this is indicated indirectly by the low number of appointments made of Hispanics by senior administrators. Hispanic mentors may not be willing to take a chance on other Hispanics.

Higher Education professionals may not indicate that they are seeking

positions, especially if the person uses the "nomination" procedure to become a candidate for a position. Actually it has become fashionable to "seek out those who are now in positions" for vacant positions. Hacerse del rogar, more or less! Although the Hispanic indicated that mentors were important in the job search, it is interesting to note that the Hispanics use this method the least, i.e., 17.9% in contrast to the Blacks 50% and 39.4% of the Whites. However, the low percent may indicate that there are no "personal contacts" for the Hispanics as there are for other groups. The lack of contacts "inside" the system may account for the Hispanics' multiphased explanation of search processes since only personal contacts inside the system can provide a candidate with the inside information about a particular search. In fact, it may be this lack of awareness that has produced the statements made by the Hispanics that they are not actively seeking a position. Hispanic responses to job search and mobility indicate a contraction since Hispanics responded that they seek a job change in a new position. Further, Hispanics indicated the opportunity for advancement as one of the reasons for remaining in the present position.

There is no evidence to indicate that Hispanics have been accepted by the dominant group in managerial positions like men have accepted women. Inability to accept Hispanics in administrative positions, i.e., discrimination, may continue to be a barrier for Hispanics in California.

While an education major is viewed as negative, it is interesting to note that Hispanics major in the humanities and other professional fields at greater numbers than any other group. The degree of commitment to community affairs is indeed a factor that may influence the Hispanics' ability to concentrate on

professional activities. It is a puzzle that Hispanics are the most active in community affairs, hence, there is contact with the local communities, but this does not appear to help the Hispanic to move to the next higher level as evidenced by the findings. It may be that the active participation in community affairs actually hinders the professional advancement of Hispanics.

The lack of contacts as well as the usual explanation offered by many that Hispanics "do not have the right experiences" may account for the Hispanics being concerned with the development of personal contacts and learning new skills. Further, the Hispanic appears to contact search agencies that may have already turned the Hispanic down in a previous search. The expanded "search services" by consultants to include Level Two administrators most likely will adversely impact Hispanics further.

Access and retention have become an issue in the 1980's. Community Colleges have become the sifter of educational aspirations and the key to the door to those who wish to transfer to the University of California and/or the California State University System. As the lack of participation of the Hispanic in the management of the California Community Colleges turns to an explanation, imagine the thousands of Hispanic students in the California Community College overseen and governed by a non-minority population that is insensitive to providing access to Hispanics.

Limited employment opportunities in the very same system that prides itself of being an institution that is committed to access has produced an "employment pipeline" with small number of Hispanics at the top levels of administration.

As we shift our commitment to equal educational opportunity to one of restricting access to higher education and equal employment opportunities, EL CEDAZO shall continue to be the vehicle of denial of educational opportunities. As a popular song goes:

pero fue mentira

fueron mentiras

tus coqueteos

usaste tu cara hermosa

para burlarte de mi

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NOTE: One publication per state, i.e., six publications.

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